

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Stoughton Infant and Nursery School
Number of pupils in school	309
Proportion (%) of pupil premium eligible pupils	15.36% (47)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 2022/2023 2023/2024
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	LGB
Pupil premium lead	Melissa Chapman
Governor / Trustee lead	Sophie Lewis

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£48,475
Recovery premium funding allocation this academic year	£10,800.82
Pupil premium funding carried forward from previous years	nil
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£59,275.82

Part A: Pupil premium strategy plan

Statement of intent

Overall Objectives

- All children to have access to excellent quality first teaching
- To ensure that our children's mental health and wellbeing is very well supported
- To provide a rich learning experience whilst at Stoughton, through a coherent curriculum with enrichment activities and opportunities

How is this plan working towards achieving these objectives?

We strive for all children to develop a love of learning and a strength of character through our school values of; perseverance, positivity, courage, love and nurture with the fostering of good relationships being at the heart of this:

- Investing in professional development for all staff that support teacher development, that is linked to key priorities, sustained and revisited.
- Ensuring that staff have access to a range of professional development opportunities, such as INSET, networking and collaboration, peer observation and professional association memberships
- CPD focuses upon the development of staff skills to deliver responsive teaching and live feedback with next steps and misconceptions being met in the moment. Following the assess, plan, do review model.
- Provide high quality support and training for the schools' ECT's and SCITT trainees.
- Provide targeted academic support either 1-1 or small group that is explicitly linked to class teaching. E.g. 1-1 tutoring, small phonics groups, NELI. In remote learning scenarios this would include access to technology and wi-fi.
- Promoting children's independent learning behaviours and strategies.
- Continual development of the school's curriculum so that there is clarity and coherence of the educational journey. We want to ensure that we are capitalising on existing resources, using the best resources and experiences available, E.g. trips, visitors, use of outdoor areas and hooks and end of unit activities.
- Through further development of the Inclusion Team (created 2019) focusing upon teaching and learning and emotional well being to ensure joined up professional practise between the Senco, teaching staff and home school link worker. With the addition this September 21 of a trained ELSA to support our nurturing and caring school environment.
- Development of Stoughton's Pupil Premium pledge so that they have the opportunity to access after school clubs, music lessons, school uniform as well as support from the Home School Link Worker (HSLW) who can refer for support from agencies such as: Food Wise, Community Fridge and Hygiene Bank.

EEF references:

[Guide to Pupil Premium](#)

[Guide to Supporting School Planning: A tiered approach to 2021](#)

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Outcomes for our disadvantaged pupils are lower. Many of our disadvantaged children have layered vulnerabilities with either additional support services being involved with their families or having additional educational needs, or both.
2	None of our children have completed a full year of face to face teaching, we feel that this has impacted on the maturity of their learning behaviours and despite best efforts with our remote learning offer the children's attainment is lower.
3	Some of our disadvantaged children have had less life experiences, this has been further compounded by COVID. This impacts in the classroom, vocabulary isn't as broad and the children don't have the experiences to draw upon or to make links within their learning.
4	Our PP families engage well with our HSLW but don't always attend/engage with sessions/events that would help to support their child in school such as parent workshops on phonics. Attendance is affected and the level of support at home isn't consistent.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Outcomes in phonics, reading, writing and maths have improved for all children including the disadvantaged children.	The difference in attainment between disadvantaged children and all other children is less.
Parental engagement from disadvantaged families has improved and they are more confident in supporting their child at home.	<p>Good relationships between school and home are fostered.</p> <p>Trust developed between parents and school and appropriate support provided</p> <p>Attendance at parent consultation evenings.</p> <p>Parents are regularly and consistently supporting their child at home with reading, phonics and home learning.</p> <p>Parents' confidence is raised in supporting their child at home through engagement with parental workshops/information videos.</p>

	Child's attendance has improved or has maintained a good level.
Children demonstrating positive and independent learning behaviours	Children can sustain concentration on an activity. Children are visibly engaged with their learning and on task. Children are developing their strength of character - demonstrating the school values and following the 3 simple school rules. Children accessing ELSA support at the right time.
Disadvantaged pupils access a wide range of hands on experiences during whole class teaching and also extra curricular such as clubs, music lessons	Pupil premium pledge is established and children/parents are accessing extra-curricular clubs, music lessons, HSLW support, funding for uniform.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Whole School Approaches

Teaching (for example, CPD, recruitment and retention)

EEF References:

[Guide to Pupil Premium](#)

[Guide to Supporting School Planning: A tiered approach to 2021](#)

[Teaching and Learning Toolkit](#)

[Teacher Feedback to Improve Pupil learning](#)

Budgeted cost: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Effective Feedback (+6 months) Oral Feedback (+7 months) In house inset Training for all staff on how to	EEF: Feedback may have a positive impact through supporting pupils to focus future learning on areas of weakness, through identifying and explaining misconceptions, through supporting them in taking greater responsibility for	1 2 3

<p>provide high quality live feedback using the assess, plan, do, review model.</p> <p>Use weekly planning meetings within year group teams to analyse feedback and its impact.</p> <p>Address misconceptions and plan accordingly.</p>	<p>their own improvement or through increasing pupils' motivation to improve.</p> <p>Feedback appears to have slightly greater effects for primary school age pupils</p>	
<p>Targeted Professional Development to identify training and development needs.</p> <p>ECT's and SCITT students are provided with experience and supportive mentors. Access to Teach First programme of support.</p> <p>Training of an ELSA to support the growing need to support children's mental health.</p> <p>Continued TALK 4 Writing training and revisiting of practice to ensure this continues to develop and remains embedded within our curriculum.</p> <p>Whole school training on SEND including supportive resources and guidance pathways, documentation and referrals.</p>	<p>EEF: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation</p> <p>Ensuring that any professional development is purposeful, linked to key priorities and is revisited. For example Talk 4 Writing professional development has been a mixture of INSET, supporting with planning, staff meetings, visiting a Talk 4 Writing School, work scrutiny and discussions about children's progress.</p>	<p>1 2 3</p>
<p>Further curriculum development.</p> <p>Revisit and refine regularly throughout the year in line with policy and research and</p>	<p>Professional reading and INSET from experts in their field such as Mary Myatt.</p> <p>"A roadmap is a helpful metaphor when thinking about designing a curriculum: a roadmap shows the destination (the 'what' and 'why' of the content to be taught) and the route to get there (the teaching</p>	<p>1 2 3</p>

classroom practices to ensure that the curriculum is up to date and relevant.	practices most likely to lead to successful learning). When good schemes of work are in place, they can therefore reduce teacher workload and give teachers autonomy to adjust the 'route' as the scheme unfolds, lesson by lesson. (Myatt, 2018)	
Purchase STIPS bronze package	Access to specialist interventions, access to transition support, focussed workshops, school improvement work, audits, and an additional 4 places on STIP courses.	1 2 3
Precision Teaching Training to support identifying specific strategies and delivering them to individuals as part of their ISP's.	Ensuring the learning targets are specifically linked to the key priorities for the individual child and how to deliver them successfully.	1 2 3

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

EEF References:

[Guide to Pupil Premium](#)

[Guide to Supporting School Planning: A tiered approach to 2021](#)

[Teaching and Learning Toolkit](#)

Budgeted cost: £22,871 Teacher interventions

Activity	Evidence that supports this approach	Challenge number(s) addressed
1-1 Tuition (+5 months)	EEF Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.	1 2 4
Small group tuition (+4 months)	EEF Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement	

<p>NELI (Promising Project) Running NELI and EKLAN groups within reception.</p> <p>Parental Engagement (+4 months)</p> <p>Social and Emotional Learning (+4 months)</p> <p>Introduction of ELSA along side our PSHE curriculum and HeartSmart programme</p>	<p>enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p>EEF The Reception (aged 4–5) Nuffield Early Language Intervention Programme (NELI), has been shown to improve children’s oral language and early literacy skills, including in two robust EEF trials.</p> <p>EEF There are also higher impacts for pupils with low prior attainment.</p> <p>Social and emotional learning (SEL) interventions seek to improve pupils’ decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.</p> <p>Three broad categories of SEL interventions can be identified:</p> <ul style="list-style-type: none"> ● School-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning; ● Universal programmes which generally take place in the 	
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	<p>classroom with the whole class; and</p> <ul style="list-style-type: none"> • More specialised programmes which use elements of SEL and are targeted at students with particular social or emotional needs. 	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 27,589

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>HSLW building bridges between families and school staff.</p> <p>Use of Tapestry across school as a communication tool between teachers and parents.</p> <p>Newsletters and information clips and videos or how to support your child.</p> <p>Parenting classes</p> <p>Friends events</p> <p>Signposting to supportive charities and online resources and groups.</p> <p>Barrier to learning conversations</p> <p>Monthly attendance meetings.</p>	<p>EEF (+3)</p> <p>We define parental engagement as the involvement of parents in supporting their children’s academic learning. It includes:</p> <ul style="list-style-type: none"> • approaches and programmes which aim to develop parental skills such as literacy or IT skills; • general approaches which encourage parents to support their children with, for example reading or homework; • the involvement of parents in their children’s learning activities; and • more intensive programmes for families in crisis. 	<p>1, 3, 4</p>

<p>Introduction of ELSA along side our PSHE curriculum and HeartSmart programme</p>	<p>EEF (+4) EEF Improving Social & Emotional Learning a summary Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil’s interaction with others and self management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include : specialised programmes which are targeted at students with particular social or emotional needs.</p>	<p>1</p>
<p>PP Pledge:</p> <p>All PP children will have access to: Free School Meals</p> <p>Option to join breakfast club when there is an identified need</p> <p>IT resources to access remote learning.</p> <p>Option to learn a musical instrument</p> <p>A lunch-time or after school club</p> <p>Holiday clubs and childcare</p> <p>Support with uniform and other staple items Support with costs of school trips/visits</p> <p>Access to friends events i.e. Father Christmas</p> <p>Be represented on School Council</p>	<p>Guide to Supporting School Planning: A tiered approach to 2021</p> <p>Ensuring that all children have access to the same opportunities can support the removal of non academic barriers to success in school.</p> <p>Learning is contextualised in concrete experiences and language rich environments.</p> <p>Oftsed research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.</p> <p>Pupil surveys reflect greater enjoyment and engagement in school.</p> <p>Enrichment activities offer children a context for learning and a stimulus to trigger their interest.</p>	<p>3</p>

Receive regular support from the HSLW and the relevant services she can signpost to.		
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Total budgeted cost: £ 59,275.82

Review 2021-2022 Objectives & Outcomes	
Objectives	Outcomes
All children to have access to excellent quality first teaching.	<p>Ongoing with great success being achieved through our well planned and evidence based interventions and classroom practice.</p> <p>The school improved on outcomes from 2019 and are above national average in all areas.</p> <p>Staff triangulated teacher assessment against SATs outcomes and standardised scores from PUMA and PIRA. Staff also moderated with other schools within Learning Partners Academy Trust.</p> <p>Year 1 Phonics - 75.3%</p> <p>Year 2 Phonics - 95%</p> <p>GLD - 64.4%</p>
To ensure that our children's mental health and wellbeing is very well supported	<p>Ongoing</p> <p>Established trained ELSA working within the Inclusion Team with Identified children. ELSA liaises with the HSLW affectively and class teachers to establish which children will benefit from a referral. There is a weekly timetable and discussion in regard to progress are held in Inclusion meetings. Emergency slots are also available if a child is in swift need of emotional support. We are also trailing a means of recording the impact of our ELSA support.</p> <p>HSLW completed Mental Health training and is the Mental health Lead, also part of the Inclusion Team as mentioned above liaises closely with the ELSA.</p> <p>Revision and adaptation of the PSED curriculum, curriculum pathway and provision. Heartsmart has been replaced with a 1decision as this covers all the required areas within the curriculum.</p>
To provide a rich learning experience whilst at Stoughton, through a coherent curriculum with enrichment activities and opportunities	<p>Ongoing</p> <p>Pastoral support and the sign posting off financial support provided via our HSLW has been outstanding with our HSLW receiving The Mayor's Award for services to the community.</p> <p>All PP children have access to our PP pledge with all children accessing extra-curricular clubs run in-house and many opting to access clubs from</p>

	external providers for a half term. We would like to extend this offer and look at how these opportunities can be expanded. Working alongside Northmead to align our PP support with the potential of being able to provide more opportunities.
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